

Fourlanesend C.P. School

Head teacher's Report to the Governing Body – This report is based on the whole of the Autumn Term 2017 January 2018

Please note:

Highlighted = a staff focus

Highlighted = action being taken

Context of the school

- The current number on roll is 103 children. We had 17 children join us in Foundation Stage. 3 children have joined Y1. One child has joined Y2 and 2 children have joined Y5. One child in Y2 moved out of area. 4 siblings moved to Carbeile and Torpoint Infants
- We continue to have reading volunteers in school. We have ex-teachers and volunteers from the Open the Book Assembly group reading with all classes. If you know anybody interested in supporting us like this please let me know. It makes all the difference to the children and releases the classroom teaching assistant.
- Breakfast Club continues to run successfully at the school and is led by Mary Taylor.
- Emma Cunningham's last day before her maternity leave will be 28th February. Interviews for the maternity cover will take place on Thursday 1st Feb.
- Mary Taylor continues to work 4 hours extra per week (flexitime) focusing on safeguarding.
- Staff absence for the Autumn Term: TA funeral – one day. 3 days of TA sickness. 2 days teacher sickness. TA one day due to her child being ill. TA one day due to migraine. One day TA due to a cold. One day teacher due to a cold. 2 days teacher due to a funeral and one TA signed off for a month due to family stress.
- A conditions survey was carried out on the school by the DfE on the 8th September. We have had no further feedback from this.

Training/CPD

12/09/17 Emma Cunningham and Richard Wilde – PE Conference.

14/09/17 Jackie Eason, Becky Ginger, Helen Marks and Adrian Battley – Governor Safeguarding Training delivered by Helen Trelease.

15/09/17 Richard Wilde – PE area meeting.

22/09/17 Helen Illingworth – Designated Children in Care Update.

29/09/17 Richard Wilde and Hellen Illingworth – How childhood neglect, trauma and abuse impacts in the classroom.

04/10/17 Richard Wilde and Natalie Perry – Wild tribe Learning Conference.

05/10/17 Natalie Perry – EYFS update meeting.

17/10/17 Richard Wilde – PE Subject Leaders Course.

18/10/17 Rebecca Norton and Fran Ferguson – Operation Encompass Training.

6th&7th/11/17 Richard Wilde and Natalie Perry – Outdoor First Aid.

9/11/17 Rebecca Norton – Pastoral Support (for headteachers) Training.

14/11/17 Helen Illingworth and Emma Cunningham KS1 and KS2 writing assessment briefing.

21/11/17 First Aid training – Karen Soames, Jenna Welch, Sally Thresh, Sally Adams, Emma Cunningham, Helen Illingworth, Becki Ginger, Debbie Stacey, Stacey Livick and Nick Saunders.
 16th and 17th /11/17 Sally Adams and Karen Soames – Team Teach Training.
 27/11/17 Richard Wilde – Tier 3 Child Protection Training.
 28/11/17 Helen Illingworth and Richard Wilde – STEM training – Structures and Mechanisms with basic electrics.
 29/11/17 Child Protection Tier 2 training – Brianey Parkinson, Francine Button and Gemma Bray (Millbrook Pre-school); Sarah Miller, Sally Thresh, Karen Soames, Mary Taylor, Juliet Wilde, Rebecca Ginger, Helen Illingworth and Nick Saunders.
 30/11/17 Rebecca Norton and Jackie Eason – Headteachers/governor update and Critical Incident Planning.
 01/12/17 Child Protection Tier 2 training Michal Newcombe and Tim Newcombe (FAST), Jill Finnimore, Stacey Livick, Sue Willoughby, Debbie Stacey, Jenna Welch, Sally Adams and Louise Hawthorne.

Effectiveness of leadership and management.

2.1 The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.

Newsletters and the website share the schools ambition and vision. See weekly newsletter for evidence. Our Celebration assemblies that are held most weeks on a Friday epitomise our shared vision and ambition. They highlight successes for children both in school and for what the children achieved out of school as part of our wider community. Every Staff meeting has time for SDP work. Also work that has been completed to move the school forward in staff meetings: 29th Nov and 6th Dec – OFSTED subject inspection work; 29th Nov toot toot; 8th Nov Carmen planning time and 'Speaker' organised to launch Spring Term topic; National Milk Day, Poetry Day etc. New lesson study agreed by teachers to take the place of lesson observations for the year. This was agreed with SIP – vision –moving the school forward. FAST programme in place and initial stage completed and the families graduated.

Onsite nursery – needs to be followed up in the Spring Term.

Governor monitoring of the FAST programme.

2.2 B and F Leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

05/10/17 Natalie Perry – EYFS update meeting.

14/11/17 Helen Illingworth and Emma Cunningham KS1 and KS2 writing assessment briefing.

28/11/17 Helen Illingworth and Richard Wilde – STEM training – Structures and Mechanisms with basic electrics.

For PE CPD see 2.7

9th Oct Y5/6 Able Maths Day workshop attended

TA PM revised and in place to match Teachers PM. Everyone's PM cover progress and achievement throughout school. Strands work demonstrates high expectations see evidence in Strands analysis in Priority 3.

Advert for maternity cover from March 2018 clearly demonstrate our high expectations and values.

Interventions in place and recorded on SPTO. The impact of this is the progress made by the majority of children – see Autumn Term attached data sheet.

Our Celebration assemblies that are held most weeks on a Friday epitomise our shared vision and ambition. They highlight successes for children both in school and for what the children achieved out of school as part of our wider community

High expectations are seen in every classroom with the new challenge reading books – this also covers the OFSTED next step.

The homework policy has been amended and we now have a homework club that runs at lunchtime so that all children are able to participate and complete homework. All homework not completed is recorded by all teachers and followed up with parents.

2.3 B

Leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm.

Learning walk to be completed with a governor, if possible.

New lesson study agreed by teachers to take the place of lesson observations for the year. This was agreed with SIP. The focus this year is children that over time fail to make progress. The teachers as part of the lesson study are identifying the learning behaviour patterns for these children. Already similarities have been identified and teachers are identifying next steps from the children looking at what was promoting learning for these children/what worked well.

Behaviour for learning, dignity policy and staff handbook updated alongside other policies such as anti-bullying etc. Emotional First Aid is incorporated into the behaviour policy.

CPD - 14/09/17 Jackie Eason, Becky Ginger, Helen Marks and Adrian Battley – Governor Safeguarding Training delivered by Helen Trelease.

22/09/17 Helen Illingworth – Designated Children in Care Update.

29/09/17 Richard Wilde and Hellen Illingworth – How childhood neglect, trauma and abuse impacts in the classroom.

18/10/17 Rebecca Norton and Fran Ferguson – Operation Encompass Training.

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29/11/17 Child Protection Tier 2 training – Brianey Parkinson, Francine Button and Gemma Bray (Millbrook Pre-school); Sarah Miller, Sally Thresh, Karen Soames, Mary Taylor, Juliet Wilde, Rebecca Ginger, Helen Illingworth and Nick Saunders.

01/12/17 Child Protection Tier 2 training Michal Newcombe and Tim Newcombe (FAST), Jill Finnimore, Stacey Livick, Sue Willoughby, Debbie Stacey, Jenna Welch, Sally Adams and Louise Hawthorne.

All staff using tickets, Always lists, house points etc. Use of Always list changed so it is one child only covering assemblies.

Toot toot launched and in use in KS2 to support behaviour.

2.4 B Rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.

SIP visit for the Autumn Term reflects progress within school as being good. County monitoring – no concerns, we are categorised as a green school. New SEF format discussed with SIP during Autumn visit.

2.5 B and C Our curriculum is designed and implemented and evaluated to ensure breadth and balance.

Half termly forecast all in place – on the website and sent out. Planning of topic evidenced in staff meeting minutes see 11th October and 8th November. Preparation for OFSTED subject inspections covered in staff meetings 29th Nov and 6th Dec. New paperwork put in place: Portfolios of evidence for each subject, Achievement in each subjects for every child (termly), Cohort tracker in every subject (termly), self-evaluation statement for every subject (termly) and a once a year subject leader work scrutiny. The website and curriculum policy has been updated. Entrance hall display to show coverage of breadth and balance – for every term. When these are changed they are going to be placed in a scrapbook to make up evidence across the year. All classrooms and across school have evidence of the different subjects covered. The hall board reflects the termly topic and build up during the term.

2.6 B, C and F Our formal curriculum is supplemented with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

Entrance hall display to show how our formal curriculum is supplemented– for every term. In the Autumn Term when these are changed they are going to be placed in a scrapbook to make up evidence across the year. All classrooms and across school have evidence of the different subjects covered. The hall board reflects the termly topic and build up during the term.

12th September - Grenadier Guards visited the school and gave talks to every class about their role.

13th Sept – Y1-Y6 visited Eden as the opening to our new topic – what does Cornwall mean to me? All classes engaged in different workshops.

20th Sept – Author visit Simon James. Every class participated in a workshop with the author. There was an opportunity for all children to purchase books and have them signed at the end of the day.

21st September- Class Lynher spent the morning at Mt Edgcumbe with Kanghyo Lee (famous sculpture) participating in a workshop. Their work is on display in our entrance hall.

27th September – National Milk Day (known as cow day at FLE), all the children came dressed as cows and posed for photos for a competition – Class Plym won £50 for their entry. One of our parents arranged a visit from the local farmer with a cow and a calf. Children were given a talk on the cows and about how to feed them.

28th September National Poetry Day – the whole school participated in National Poetry Day using suggested lesson plans from the national online site – poems on display in the entrance hall.

31st October and 6th November – Daya visited all classes delivering workshops on Hinduism as part of our RE curriculum.

15th November- KS2 visited Truro as part of their topic. They went on the train, which was a first time experience for some children. All children visited the Museum to find out about the history of Cornwall. With the exception of the Jehovah Witness children, all children enjoyed a workshop at Truro Cathedral learning about the Cathedral, its history and how it is used today.

22nd November- KS1 and FS visit to Carnglaze Caverns as part of the topic. They had a guided tour of the caverns and learnt about the history of mining there.

9th Oct -Y5/6 Able Maths Day workshop.

19/10- Fill a Jar organised by the school council for a quiet area in the playground -£245 raised.

20th Oct - Play in a Day - Matilda

17/11/17 -Children in Need -£168.80 raised.

17/11/17 -Rehanna Stephen School Council – how to achieve the bronze PADL award.

28/11/17- Local hand bell ringers took an assembly and have purchased hand bells for the school.

07/12/17 -Carmen Performance (in association with the Royal Opera House) at TCC.

09/12/17- Choir sang at the Mount Edgcumbe Christmas Fayre.

15/12- Xmas fair.

20/12- Christmas Celebration.

See 2.7 for details of Sporting activities

2.7 B Leaders effectively use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

To improve Sport/PE provision across for all groups.

Extra-curricular PE for KS2 on Monday afternoons has allowed for Netball and Tag Rugby Team training to occur within the school day ensuring all children participate in at least one team sport. This also ensures participation from children that are unable to attend afterschool clubs.

Stacy Livick and Natalie Perry run a Netball club after school on a Thursday. This is well attended. The netball team attended the local school cluster netball tournament and we didn't finish last! The team were delighted with their performance.

Matt Corner and Nick Saunders coach our school KS2 football team and Andrew Delve coaches our KS1 team.

Alex Robinson has run a multi sports club AT1 and gymnastics club AT2.

RW has attended day 1(/4) PE leaders course and has developed a PE curriculum map and a PE vision statement linked to our strap line, values and the high quality outcomes of PE.

RW and EC attended the PE conference.

A new school football kit was ordered (chosen by the team). The children are looking forward to representing the school in our new colours – it's pink!

NP and RW attended the Outdoor learning conference; NP continues to use Wild Tribe within her provision. Wild Tribe will begin in the summer in KS2.

NP and RW attended an accredited Outdoor First Aid course.

We implement a 10min Wake and Shake in the morning. A 10 min walk around occurs at the end of lunchtime. Each teacher then ensures an extra 10mins within the school day through active Maths, English or 10 mins physical activity.

Maths of the Day was purchased allowing active maths activities. These are evidenced within each class cross curricular folders.

We have offered Netball, Football, Multi Sports, and Gymnastics after school clubs.

The staff are using the Arena Sports planning, assessment and record system.

A new system called Absolute Coaching; this helps us monitor all groups to see areas to improve. From previous data we needed to improve girls participation. We asked what clubs they would like and implemented a gymnastics club and an established netball club. KS1 provision has also been increased with Football team training now

offered to establish a feeder into the KS2 team. KS1 provision has been increased with Netball now being offered to provide a feeder into our KS2 team. KS1 can now attend the gymnastics club.

2.8 G The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

3:3 Is there evidence of the principles of British Values being adhered to? All secure across school. Class Lynher has 4 elements of outstanding secure and the rest hatched. Class Tamar has 2 secure and the rest hatched. Class Cremyll has 4 secure. Class Plym has 4 secure and one hatched.

The school council is elected democratically and represent the rest of the school. They meet at least once a half term; usually once a month. Rehanna Stephen visited 17/11/17 from Healthy Schools to meet the school council to talk them through what they needed to do to achieve the Bronze PADL award this year. The school council sent out a letter introducing themselves, they have drawn up their rules and democratically decided upon their roles within the council. They will make a visit to every FGM meeting to discuss what they are doing for the school. They feedback to the whole school every Monday in the Pupil Voice assembly and their minutes and agendas are published on the school website.

31st October and 6th November – Daya visited all classes delivering workshops on Hinduism as part of our RE curriculum.

Assemblies cover annual national ceremonies – for example Remembrance Day was covered and the school council sold Poppies across school.

Every class publishes a half term newsletter which explains their curriculum and links to British Values across the curriculum.

2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment. Please look at Outcomes section for Autumn Term Data

To improve:

Boys writing

Boys progress in reading, writing and maths

Most able writing progress

Progress of SEN children

Progress needs to be in line with that of all other groups

Data is input by teachers and TA's regularly. This is monitored by RN. Autumn Term data has been submitted and analysed. It has been given out to all teachers in the staff meeting 17th January – this is recorded in the agenda. As is the areas to improve from the SDP and the challenges based on particular children. All pupil progress meetings completed by 24th January. These record all children who are concerns (not making progress) and interventions are agreed for all of these children. Autumn Term data is given to the governors for challenge in the HT report to the governing body.

Instead of lesson observations this year, we have agreed to work together to focus on particular children who we have been identified as ones who fail to thrive in class. Each teacher has identified 3 children based on their own assessments and data. These are NOT children that have identified difficulties, they are children that we feel should be achieving more than they are. The staff have then been paired up. They have a meeting prior to the lesson study in which they discuss the lesson they are going to teach and share plans etc. They also look at the children's books so they can establish a base line of what the children generally do/achieve in most lessons. They then teach the lesson with the other teacher watching with the focus being on the 3 identified children to see how these children access the lesson and how much progress they make within the lesson. They are watching for what is working for the children and what the barriers to learning are. At the end of the lesson the 3 children are consulted and asked about their thoughts on the lesson – what they achieve and how they felt about it, what went well for them etc. This is so they can identify the children's understanding of their ability, success etc. Following this, the teachers record it in a case study for each child. Targets/next steps are identified from the lesson study based on what was working for these children/ what they need more of. The key to the success is that these are then put into every lesson and the next time the teachers meet up for lesson study they have to show this evidence of how the next steps have been demonstrated daily for the children. Feedback for the Autumn Term initial lesson studies were very positive. The teachers discussed that the children identified had similar behaviour toward learning characteristics. These children are also discussed and tracked as part of pupil progress meetings.

Deeper learning text books have been bought and examples of panning and cross-curricular links are being kept. For more detail please see governor visit report by Simon King from his visit with Fran Ferguson 15th Dec 2017

Every class has challenge reading books in place within the classroom. Teachers are monitoring what the children are reading. Links are also being made to writing. Particular most able children have been identified from class Lynher and discussion have taken place with parents about the children's reading habits. The impact of this has been that children are now reading more challenging books.

Autumn Term DATA:

- **Boys writing – still below in attainment and progress**
- **Boys progress in reading, writing and maths –in line with girls –in subjects combined**
- **Most able writing progress – 87.5% (just 2 children not making as much progress) compared to 88.9% for LA/AA group (4 boys with significant issues – one now in a specialist setting)**
- **Progress of SEN children – 0.2 points higher than rest**

2.10 F Leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils.

Staff meeting minutes for every meeting demonstrate staff working together to make decisions about policies, procedure and the day to day running of the school. They also demonstrate teachers working together to develop their skills, monitor what is in place and develop improvements. Examples of staff working together and supporting each other from the Autumn Term are: Carmen, school visits and visitors in school and the development of lesson study.

The school health champions continue to provide support of all members of staff.

2.11 B Leaders use performance management (PM) to promote effective practice across school. They provide effective, high quality CPD to meet the needs of all teachers in different stages of their careers.

Performance management is in place for all teacher and TA's. All PM links together so that all staff are working towards united aims. The targets in place have been decided based on last year's data and issues identified in our SEF. PM for everyone is based on individual performance previously and succession planning for their career and for FLE. CPD is led by PM and supports succession planning and individual development e.g:

12/09/17 Emma Cunningham and Richard Wilde – PE Conference.

15/09 Richard Wilde – PE area meeting /17 .

22/09/17 Helen Illingworth – Designated Children in Care Update.

29/09/17 Richard Wilde and Hellen Illingworth – How childhood neglect, trauma and abuse impacts in the classroom.

04/10/17 Richard Wilde and Natalie Perry – Wild tribe Learning Conference.

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16th and 17th /11/17 Sally Adams and Karen Soames – Team Teach Training.

27/11/17 Richard Wilde – Tier 3 Child Protection Training.

28/11/17 Helen Illingworth and Richard Wilde – STEM training – Structures and Mechanisms with basic electrics.

30/11/17 Rebecca Norton and Jackie Eason – Headteachers/governor update.

All PM meets the 2016 professional standards for development.

All PM is based on past performance, succession planning and individual career progression.

2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve. – Please look at Outcomes section for Autumn Term Data

To improve:

Boys writing

Boys progress in reading, writing and maths

Most able writing progress

Progress of SEN children

Progress needs to be in line with that of all other groups

All data inc FS is summarised termly and delivered to teachers and governors termly – see evidence in governor reports and minutes of FGM and staff meeting minutes. From this, termly pupil progress meetings are held and interventions drawn up to ensure all children make progress.

Termly social and emotional tracker is in place and monitored –see evidence in staff meeting minutes.

Governors receive termly information on the achievement and progress of all children including groups in HT report to the governing body. See minutes of FGM for governor challenge.

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- **Progress of SEN children – 0.2 points higher than rest**

2.13 C Leaders engage with parents, carers and other stakeholders and agencies to support all pupils.

The schools website is kept up to date with newsletters, class pages, weekly updates, homework, half termly forecasts and films that evidence the children's access to a rich curriculum. Policies updated: Assessment Policy, SEN Policy, FLE Curriculum Policy, FLE school offer (SEN), SEN Information Report, Handwriting Policy, Homework Policy, Feedback and Marking Policy, Positive Behaviour for Learning Policy and Teaching and Learning Policy.

Frequently Asked Questions updated and on the website.

The text system is in place and used for updates.

Parents Evening is booked on the website.

Teachers and TAs are available on the gates for parents daily. All children are greeted every morning and parents/carers access the staff on the gates to pass on messages.

Parents evening was held in the Autumn Term to discuss how the children have settled into their classes and how we can work in partnership over the year to support progress.

Attendance is discussed where this is an issue. Celebration Assemblies are held most Fridays to share successes both in school and out.

Records and reports from meetings with other agencies demonstrate support for all children. For details on the FAST programme see 2.1. Engagement has improved for parents who have participated in the FAST project. Examples of this have been improvement in homework by this group, including reading; office staff noting an improvement in approach towards them and staff involved witnessing an improvement in attitude towards school. This project was part of a programme run by Middlesex University and as part of it was monitored by NFER using a series of questionnaires. When we have the results of these, they will be shared.

2nd October Natalie Perry held a reading training evening for FS parents and carers.

27th November Helen Illingworth and Natalie Perry held Phonics training for KS1/FS parents and carers

2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.

Progress and attainment of children in receipt of pupil premium is monitored termly and reported to the governing body. Please see the governor report 13/12/17 on the impact of Pupil Premium for 2016/17 on the school website.

Annual updated report to parents on the spending is available on the school website.

Data from the Autumn Term is given to the governors in January for the FGM as part of the HT report to the governing body.

Pupil Progress meetings termly identify children in receipt of pupil premium and the progress they are making. Most of the children identified for lesson study are in receipt of pupil premium.

2.16 C and G Leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community.

Accessibility Plan and Equality Policy updated October 2017. Half termly forecasts which are sent out and published on the school website demonstrate equality through all subjects.

Examples of promoting equality, understanding and respect of everyone for the Autumn Term are: Working across age groups – Cornwall topic learning shared, Carmen

Classroom practice – encouraging children to work with different people; ‘What does Kernow mean to me?’ – whole school topic; Curriculum *Kernewek*; Daya visited – Hinduism and Indian culture; Class Lynher visit to Liskeard Life Skills.
British values assemblies; PSHE lessons; pupil voice assembly; Use of Brighter futures and Dreadnought and Anti-bullying week.
Please see 2.8 for details of PADL awards for school council.

2.17 E Our safeguarding is effective.

14/09/17 Jackie Eason, Becky Ginger, Helen Marks and Adrian Battley – Governor Safeguarding Training delivered by Helen Trelease.

Tier 2 training delivered - 29/11/17 Child Protection Tier 2 training – Brianey Parkinson, Francine Button and Gemma Bray (Millbrook Pre-school); Sarah Miller, Sally Thresh, Karen Soames, Mary Taylor, Juliet Wilde, Rebecca Ginger, Helen Illingworth and Nick Saunders.

01/12/17 Child Protection Tier 2 training Michal Newcombe and Tim Newcombe (FAST), Jill Finnemore, Stacey Livick, Sue Willoughby, Debbie Stacey, Jenna Welch, Sally Adams and Louise Hawthorne.

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30/11/17 – Rebecca Norton -Critical Incident training.

Policies updated:

Managing allegations against other pupils

Children in Care education policy

Code of Conduct

Disciplinary policy

Dignity policy

Equality and diversity policy

Keeping Children Safe in Education

Visitor policy

Whistle blowing policy

Accessibility plan

Intimate care policy

Online safety policy

Tackling racism and extremism

Use of force policy

Anti-Bullying policy

Personal data protection and privacy policy

Data protection officer roles and responsibilities

School information and security policy

School Personal data handling policy

2.18 E The work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.

See above 2.17

Links with Secondary feeder schools including TCC (Torpoint Community College) and Pre-schools, including transition and the community.

11th 21st and 22ndSept – Jack Williamson spent time in school talking to teachers and collecting information on Pedagogy in mathematics as part of his masters research. He has

since passed successfully

During October Natalie Perry visited all feeder pre-schools in our area. She does this every term to build relationships with them and gets to know the children, some of whom will be coming to Fourlanesend in September 2018.

9th November 2017- Natalie worked with the Foundation Stage teacher from Millbrook School to put on math's training for the local pre-schools to help support transition into school.

7th December 2017- Y1-Y6 performed 'Carmen' on the stage of Torpoint Community College. This was a lovely link as it is the school that many of our children will go to. The school let us use their facilities for free. It was a very successful evening. The film is available on our website.

9th December 2017- Our school choir performed at Mount Edgcumbe with Millbrook School at the Christmas Fayre again.

14th December - The local pre-schools attended the Foundation Stage Nativity dress rehearsal. Again we always do this as part of transition for the children who may be joining us the following September.

Quality of teaching, learning and assessment

The quality of teaching within school is monitored termly and a record is kept. The quality of teaching and learning isn't just judged by the lesson observations but also by the marking of the books, the learning walks, the individual teacher's contributions to the school/SDP, the progress of the children, the learning environment provided in the classroom and any leadership commitments that each teacher holds. This is assessed termly using the 7 Strands of Excellence. This makes up an important part of performance management/appraisal. All performance in school is currently good or better. A summary of the 7 strands of excellence will make up part of the evaluation of the SDP.

3.1 B The teacher's standards are being met – ALL strands to be at least good and continuing to develop towards outstanding/outstanding.

All performance management is in place for both teachers and TAs. This cycle of PM will have a half yearly review in March. All PM targets are set on whole school targets and previous performance. All teaching standards are being met. The Strands analysis for the Autumn Term demonstrate that teaching and learning within the school is good with outstanding features.

3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve.

Use of SPTO is firmly embedded within daily practise at FLE. This can be demonstrated by the log which monitors all individuals' usage. Lesson study based on individuals who fail to thrive demonstrate the teachers high expectations of these children. The lesson study process identifies what is working well for these children and what teachers need to do more of to support progress – thus aiding meeting the high expectations. Data and pupil progress meeting demonstrate that children are achieving the high expectation set. Day to day monitoring demonstrates that all staff support the high expectations set. TA PM supports high expectations and evidence is collected throughout the year to support this. Interventions in place following pupil progress meetings to support high expectations. Evidence in the pupil progress meeting notes. Marking and feedback policy updated October 2017

Strand 1 – Marking and Feedback

1.1 Is marking and feedback up to date and in line with an effective school policy?

Strand 1:1 Across school – all securely good. Plym and Cremyll have 2 secure elements of outstanding; Lynher have 4 secure elements of outstanding and Tamar have one with 2 hatched.

Strand 1:2 Are responses to pupils' learnig helping them to make progress by identifying at least one key area for improvement?

Everyone is securely good. Lynher have 4 elements secure and Tamar have 2 secure and 2 hatched. Cremyll and Plym are 3 secure and 1 hatched.

Strand 1:3 – Are barriers to learning being identified and then used to plan for future learning?

Securely good across school, Plym and Cremyll classes have 3 areas of outstanding secured and the other 2 areas hatched. Tamar have outstanding all hatched and Lynher have secure with one hatched.

Strand 4 –High Expectations and Challenge

Strand 4:1 All securely good and all working in outstanding across school. Class Lynher have 3 elements of outstanding secure and one hatched. Class Tamar have 1 secure and 3 hatched; Class Cremyll have 2 secure and one hatched and Plym have 3 hatched.

Strand 4:2 All good across the school. Lynher, and Cremyll have 2 secure elements and the rest hatched. Tamar have 3 secure and the rest hatched. Plym have 3 secure and one hatched (out of 6).

4:3 Securely good and working within outstanding across school. Class Lynher and Cremyll have 2 elements of outstanding secure; Class Plym has 3 elements secure and Class Tamar have one secure. All the rest are hatched in all classes.

Strand 4 –High Expectations and Challenge

Strand 4:1 Is the work completed/planned linked directly to year group expectations?

All outstanding across school

Strand 4:2 Is there evidence of high expectations and learning being challenged enough?

All good across the school with elements of outstanding. Lynher, have 4 secure elements of outstanding and the rest hatched. Tamar has 3 secure and the rest hatched. Cremyll 2 elements of outstanding secure and 2 hatched Plym have 3 secure and 2 hatched (out of 6).

Strand 4:3 Is there, through feedback, marking and type of learning provided, evidence of a culture and ethos of scholastic excellence being promoted?

Securely good and working within outstanding across school. All classes have one element secure and the rest hatched. In 2016/17 Classes Lynher and Cremyll had 2 secure and Plym had 3 secure – all with the rest hatched.

Autumn Term DATA:

- **Boys writing – still below in attainment and progress**
- Boys progress in reading, writing and maths –in line with girls –in subjects combined
- Most able writing progress – 87.5% (just 2 children not making as much progress) compared to 88.9% for LA/AA group (4 boys with significant issues – one now in a specialist setting)
- Progress of SEN children – 0.2 points higher than rest

3.3 B Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.

Lesson study and book scrutinies etc all demonstrate all staff have a very good and secure understanding of the age group they are teaching. No teacher or TA is new this academic year to the age group they are with. Relevant subject knowledge is delivered to the children which is demonstrated in books, displays etc and in the recent work completed by staff on curriculum coverage of all subjects.

Strand 4:1 Is the work completed/planned linked directly to year group expectations?

All outstanding across school.

TA PM supports TA understanding and development of skills. All TA set a personal target to support whole school development.

3.4 B Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers as appropriate in the early years.

Use of SPTO is firmly embedded within daily practise at FLE. This can be demonstrated by the log which monitors all individuals' usage.

Strand 5 – Differentiation, scrutiny and lesson observations

5:1 Is there evidence that those requiring intervention are being identified so that all learners keep up?

Securely good all across school. Class Lynher have 3 elements secure, 2 hatched and one developing. Class Tamar have 3 elements secure and 2 hatched. Class Cremyll have 2 secure and 2 hatched – this is because HI has a small cohort and therefore can identify and address the issue immediately, therefore she has very little need for pre-teach this year. Class Plym have 2 secure and 2 hatched.

5:2 Is learning appropriately differentiated with evidence conclusive with different books?

All securely good across school and working in outstanding. KS2 have 2 elements of outstanding secure and the rest hatched. In FS and KS1 they have 2 elements of outstanding secure with the rest hatched.

5.3 All securely good across school and working in outstanding. Class Lynher have 2 elements of outstanding secure and the rest hatched. Classes Cremyll, Tamar and Plym have 2 elements secured and the rest hatched.

5:4 All securely good across school and working in outstanding. Class Lynher, Plym and Cremyll have 1 element of outstanding. Class Tamar have one secure and 2 hatched.

All data inc FS is summarised termly and delivered to teachers and governors termly – see evidence in governor reports and minutes of FGM and staff meeting minutes. From this termly Pupil Progress meetings are held and interventions drawn up to ensure all children make progress. Baselines are set in the first few weeks of the school year for our FS children taking into account information from parents and previous settings.

	Writing
Percentage of children in the school making expected progress or above.	87.5% 14/16 The 2 not making as much progress are a Y6 girl and a Y5 boy – interventions are in place for these children
Percentage of children in the school making at or above Age Related Expectation	100% 16/16 43.8% 7/16 above or well above ARE

3.5 B Assessment information is used to plan appropriate teaching and learning strategies.

Strand 3 – Lesson Design

3:1 Are learning objectives very clearly linked to the learning outcomes?

Securely good across school.

Class Lynher and Tamar have 3 elements of outstanding secure and the rest hatched. Class Cremyll has 1 secure and 4 hatched. Class Plym has 2 secure.

3:2 Is there evidence of practise and consolidation, where it is appropriate?

Securely good across school with at least 2 areas of outstanding secure across school. Classes Cremyll, Tamar and Lynher have the rest hatched and Class Plym have one hatched and one still to develop.

3:3 Is there evidence of the principles of British Values being adhered to?

All secure across school. Class Lynher has 4 elements of outstanding secure and the rest hatched. Class Tamar has 2 secure and the rest hatched. Class Cremyll has 4 secure. Class Plym has 4 secure and one hatched.

For Strand 5 see 3.3

Case study meetings demonstrate assessment that has taken place prior to the planned lesson.

SPTO is well used by all teachers to inform planning; this can be tracked in individualised daily use of SPTO.

Termly data is used to plan appropriate interventions for all children; these interventions are then input in SPTO and monitored for impact.

3.6 D Pupils understand how to improve as a result of useful feedback, written or oral, from teachers

Strand 2 Presentation

2.1 Is the learning appropriately dated and does presentation meet the school's expectations?:

Lynher have 3 elements secured in good and one element hatched. In outstanding they have one element secure and one hatched.

Cremyll have 2 securely good and 2 hatched in good and one element secure in outstanding.

Tamar has 2 elements hatched.

Plym have 2 securely in good and 2 hatched in outstanding – this is different to the end of last year as the children are not yet capable of all setting out work as expected.

2.2 Is there evidence that basic handwriting, spelling and grammar are improving?

All the school are working within good. The area is not hatched (not quite secure) are linked to spelling. In KS2 there are 3 elements of outstanding hatched.

Strand 6 – Progress

6.1 Is there evidence that pupils' understanding during a lesson is being systematically checked and adjustments made as needed? Securely good across school. Class Lynher have 2 secure and 2 outstanding hatched. Class Tamar has all elements of outstanding hatched. Class Cremyll have one element of outstanding secure 3 elements of outstanding hatched. Class Plym have 4 elements of outstanding hatched.

6.2 Are there procedures in place to help learners know exactly what they need to achieve?

Securely good across school. Classes Lynher, Cremyll and Tamar have one element of outstanding hatched. Class Plym has no elements of outstanding hatched – this is because they are not yet at this developmental age.

6.3 Is there conclusive evidence of pupils demonstrating sufficient gains in knowledge, skills and understanding?

Securely good across school. Plym have 2 elements of outstanding secure and 2 hatched Class Cremyll have 2 elements secure in outstand and 5 hatched. Lynher and Tamar has 2 elements has 2 elements secure and 5 hatched

6.4 Has progress been rapid enough from the beginning of the year; and last half term to present day.

Securely good in all classes.

In outstanding Class Lynher has one element as secure and the rest hatched. Class Tamar has one element secure and the rest hatched. Class Cremyll has one element secure and the rest hatched. Class Plym has one element secure and the rest hatched.

Termly data is monitored to ensure good progress. This is shared with staff and governors. Where progress is not good, interventions are put in place.

3.7 B The school's engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to improve.

Autumn Term Parents evening was held 1st November. During this teachers discussed how the children had settled into school; their expectations for the year and any attendance issues. The open door policy remains in place and is used by parents. Engagement has improved for parents who have participated in the FAST project. Examples of this have been improvement in homework by this group, including reading; office staff noting an improvement in approach towards them and staff involved witnessing an

improvement in attitude towards school. This project was part of a programme run by Middlesex University and as part of it was monitored by NFER using a series of questionnaires. When we have the results of these, they will be shared.

3.8 B Equality of opportunity and recognition of diversity are promoted through teaching and learning

Provision maps in place for all children who require them. These are reviewed by our SENCo.

For Strand 5 see 3.4.

For Strand 6.2 see 3.6

Strand 7 –Appropriate Praise

7.1 Is there evidence of a climate being created where pupils' learning, in the form of finished outcomes, is really vital?

All securely good and working within outstanding. **Class Lynher have 3 elements secured and 4 hatched** –having discussed this, we believe this is due to individuals within this cohort. Class Tamar have 4 secure and 3 hatched. Class Cremyll have 3 secured and 4 hatched. Class Plym have 3 secured and 4 hatched.

Strand 7.2 Is there evidence that learners' successes are being celebrated?

KS1/FS all secure in outstanding. Class Tamar all but one secure in outstanding. **Class Lynher all but one secure in outstanding** –having discussed this, we believe this is due to individuals within this cohort.

Accessibility Plan, Equality Policy, Behaviour for Learning Policy and Teaching and Learning Policy all updated in October.

3.9 G English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.

See 3.5 for Strand 3.3

See cross curricular maths evidence in governor report for 15th Dec 2017

Personal development, behaviour and welfare

4.1 D Overall absence is reducing and persistent absence rates for all pupils and for different groups in relation to national figures for all pupils.

Attendance letters went out on the last day of the school year.

[Autumn Term Attendance Data](#)

Attendance 94.11%

Authorised: 5.03%

Unauthorised: 0.86%

Pupil Premium attendance 94.5%

Not Pupil Premium attendance 93.99%

FSM attendance 94.2%

Not FSM attendance 94.08%

EHCP attendance (**1 child**) 42.25%
SEN support 93.17%

See governor attendance report from 15th Dec for details of all of the actions

4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).

See governor attendance report from 15th Dec for details of all of the actions

4.3 D Children are punctual in arriving at school and at lessons.

See governor attendance report from 15th Dec for details of all of the actions

4.4 F Behaviour for learning is good and improving across school - Pupils are confident, self-assured learners with positive attitudes to learning which impact on their progress. They are proud of their achievements and their school. Pupils understand how education equips them for life-long learning – behaviours and attitudes necessary for success.

Behaviour for learning was reviewed in October 2017 and is in place and on the website. The reward system is in place and has been reviewed on 27th September as part of the staff meeting.

Strand 1 – Marking and Feedback

1.1 Is marking and feedback up to date and in line with an effective school policy?

Strand 1:1 Across school – all securely good. Plym and Cremyll have 2 secure elements of outstanding; Lynher have 4 secure elements of outstanding and Tamar have one with 2 hatched.

Strand 1:2 Are responses to pupils' learning helping them to make progress by identifying at least one key area for improvement?

KS2 are securely good. Lynher have 4 elements secure and Tamar have 2 secure and 2 hatched. Classes Cremyll and Plym are almost securely good – they have both hatched pupils giving immediate response to feedback – this needs developing as it was secure in 2016/17. Cremyll have one element of outstanding secured and one hatched, and Plym have 2 secure – again this has dropped since 2016/17 so needs close monitoring to improve by the next scrutiny. **Strand 7 – Appropriate Praise**

7.1 Is there evidence of a climate being created where pupils' learning, in the form of finished outcomes, is really vital?

All securely good and working within outstanding. Class Lynher have 3 elements secured and 4 hatched. Class Tamar have 4 secure and 3 hatched. Class Cremyll have 3 secured and 3 hatched. Class Plym have 3 secured and 3 hatched.

Strand 7.2 Is there evidence that learners' successes are being celebrated?

KS1/FS all secure in outstanding. Class Tamar all but one secure in outstanding. Class Lynher all but one secure in outstanding.

4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There is sustained improvement in pupils' behaviour where there are particular needs.

The behaviour for learning policy was reviewed in October to ensure it match practise and is available on the school website.

Behaviour in school continues to be good. The behaviour books evidence this. There has been an individual issue that has been dealt with and the child is now at a short stay setting to support them.

Pupil voice assembly continues to reflect the view of the children and is led by the school council every Monday.

16th and 17th /11/17 Sally Adams and Karen Soames – Team Teach Training.

Agencies the school has worked with this Autumn to support children and families: Dreadnought, Brighter Futures, Speech and Language, the school nurse, the Educational Psychologist, CAHMs, the EWO, the disability team, the physiotherapist, the lead of Social, Emotional and Mental Health in Cornwall, the short stay school in Liskeard and a variety of social workers and family support workers.

Strategies to support children such as Thrive and Emotional First Aid are part of everyday practise and records are kept of when they are used as part of our safeguarding. The emotional termly audit is in place as evidence in the staff meeting minutes.

RN and FF attended Operation Encompass training 18/10/17.

4.6 E and F Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively.

Anti-Bullying Policy was reviewed October 2017 and is available on the website. As part of Anti- Bullying week the whole school did different work around the phrase 'All different, all equal' some of this can be seen on display in the entrance hall.

See 4.5 for list of outside agencies worked with in the Autumn Term and use of Thrive and emotional first aid.

Open line of communication evident in school by their use. E.g. the amount of parents that approach staff on the gates daily. Phones into school to speak with teachers and teacher calling parents. Meetings between teachers and parents at other time other than parent's evenings.

The emotional audit is in place –see staff meeting minutes. Toot Toot was launched as part of anti-bully week and has been used.

4.7 E Children are kept safe – the school's culture promotes all aspects of pupils' welfare. This includes online safety.

Pupil voice assembly continues to reflect the view of the children and is led by the school council every Monday.

Planned lessons deal with issues that arise for an example quite a bit of work has been done on loss and bereavement as we have had a few children who have experienced this in the Autumn Term. We are also very fortunate to have a TA (Karen Soames) who is a specialist in this field and works for Jeremiah's Journey. She also gives group and one to one sessions to children in all classes.

Internet safety updates have gone out with newsletters and at Christmas links were sent out advising parents to support their choice of presents.

We did not cover internet training awareness in the Autumn Term however we are going to invite parents to an interactive E-Safety Quiz we have made called 'keep safe online and think before you click' this will be hosted by children and make up part of our health and well-being fortnight this term. 2 further training sessions will be planned in before the end of July.

4.8 E Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being.

Pupil voice assembly continues to reflect the view of the children and is led by the school council every Monday.

Fruit and vegetables are eaten by most children every playtime. Their favourites are apples and bananas and their least favourites are carrots and pears.

Reminders given about fruit in assemblies and fruit monitors take out fruit.

Assemblies

- Bullying, what it means and how to report.
- Healthy eating and exercise.
- Clubs, why they are important and what is available.
- Looking out for our friends.
- Emotions, what they are and recognising them.
- National Milk Day assembly.

- Respect and Responsibility inside and outside of school.
- Friendships- growing apart and changing (Story).
- Forgiveness (story).
- Emergency Service (in response to a child running across a road).
- Well-being (mental and physical).

Strategies to support children such as Thrive and Emotional First Aid are part of everyday practise and records are kept of when they are used as part of our safeguarding.

All emotional audits were completed –see staff meeting minutes for evidence.

Please note Spiritual, Moral, social and cultural development are covered through everything we do. Please see our evaluated SDP for details.

Outcomes for pupils

Data taken from the SEF Autumn Term 2017

EYFS data

Age Related

EYFS Making relationships			EYFS Self-confidence and Self-awareness			EYFS Managing feelings and behaviour			EYFS Listening and attention			EYFS Understanding			EYFS Speaking		
18.8%		81.3%	37.5%		62.5%	62.5%		37.5%	25.0%		75.0%	37.5%		62.5%	37.5%		62.5%
3/16		13/16	6/16		10/16	10/16		8/16	4/16		12/16	6/16		10/16	6/16		10/16
18.8%	81.3%	0.0%	37.5%	62.5%	0.0%	62.5%	37.5%	0.0%	25.0%	75.0%	0.0%	37.5%	62.5%	0.0%	37.5%	62.5%	0.0%
3/16	13/16	0/16	6/16	10/16	0/16	10/16	8/16	0/16	4/16	12/16	0/16	6/16	10/16	0/16	6/16	10/16	0/16
0.0%	18.8%	81.3%	0.0%	0.0%	0.0%	0.0%	62.5%	37.5%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%	37.5%	62.5%
0/16	3/16	13/16	0/16	0/16	0/16	0/16	10/16	8/16	0/16	4/16	12/16	0/16	0/16	0/16	0/16	6/16	10/16

EYFS Moving and handling			EYFS Health and self-care			EYFS Reading			EYFS Writing			EYFS Numbers			EYFS Shape, space and measures			EYFS People and communities		
33.3%		66.7%	31.3%		68.8%	56.3%		43.8%	56.3%		43.8%	50.0%		50.0%	50.0%		50.0%	31.3%		68.8%
5/15		10/15	5/16		11/16	9/16		7/16	9/16		7/16	8/16		8/16	8/16		8/16	5/16		11/16
33.3%	66.7%	0.0%	31.3%	68.8%	0.0%	56.3%	43.8%	0.0%	56.3%	43.8%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	31.3%	68.8%	0.0%
5/15	10/15	0/15	5/16	11/16	0/16	9/16	7/16	0/16	9/16	7/16	0/16	8/16	8/16	0/16	8/16	8/16	0/16	5/16	11/16	0/16
0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	6.3%	50.0%	43.8%	0.0%	56.3%	43.8%	6.3%	43.8%	50.0%	0.0%	0.0%	0.0%	0.0%	31.3%	68.8%
0/15	5/15	10/15	0/15	0/15	0/15	1/16	8/16	7/16	0/16	9/16	7/16	1/16	7/16	8/16	0/16	0/16	0/16	0/16	5/16	11/16

EYFS The world			EYFS Technology			EYFS Exploring using media and materials			EYFS Being imaginative		
31.3%		68.8%	37.5%		62.5%	31.3%		68.8%	25.0%		75.0%
5/16		11/16	6/16		10/16	5/16		11/16	4/16		12/16
31.3%	68.8%	0.0%	37.5%	62.5%	0.0%	31.3%	68.8%	0.0%	25.0%	75.0%	0.0%
5/16	11/16	0/16	6/16	10/16	0/16	5/16	11/16	0/16	4/16	12/16	0/16
0.0%	31.3%	68.8%	0.0%	0.0%	0.0%	0.0%	31.3%	68.8%	0.0%	25.0%	75.0%
0/16	5/16	11/16	0/16	0/16	0/16	0/16	5/16	11/16	0/16	4/16	12/16

Progress

EYFS Making relationships			EYFS Self-confidence and Self-awareness			EYFS Managing feelings and behaviour			EYFS Listening and attention			EYFS Understanding			EYFS Speaking		
0.0%		100.0%	0.0%		100.0%	6.3%		93.8%	0.0%		100.0%	0.0%		100.0%	0.0%		100.0%
0/16		16/16	0/16		16/16	1/16		15/16	0/16		16/16	0/16		16/16	0/16		16/16
0.0%	75.0%	25.0%	0.0%	68.8%	31.3%	6.3%	68.8%	25.0%	0.0%	75.0%	25.0%	0.0%	93.8%	6.3%	0.0%	100.0%	0.0%
0/16	12/16	4/16	0/16	11/16	5/16	1/16	11/16	4/16	0/16	12/16	4/16	0/16	15/16	1/16	0/16	16/16	0/16
0.0%	0.0%	75.0%	0.0%	68.8%	0.0%	6.3%	68.8%	0.0%	0.0%	75.0%	0.0%	0.0%	93.8%	0.0%	0.0%	100.0%	0.0%
0/16	0/16	12/16	0/16	11/16	0/16	1/16	11/16	0/16	0/16	12/16	0/16	0/16	15/16	0/16	0/16	16/16	0/16

EYFS Moving and handling			EYFS Health and self-care			EYFS Reading			EYFS Writing			EYFS Numbers			EYFS Shape, space and measures			EYFS People and communities		
0.0%		100.0%	0.0%		100.0%	0.0%		100.0%	0.0%		100.0%	0.0%		100.0%	0.0%		100.0%	0.0%		100.0%
0/15		15/15	0/16		16/16	0/16		16/16	0/16		16/16	0/16		16/16	0/16		16/16	0/16		16/16
0.0%	86.7%	13.3%	0.0%	87.5%	12.5%	0.0%	93.8%	6.3%	0.0%	93.8%	6.3%	0.0%	75.0%	25.0%	0.0%	75.0%	25.0%	0.0%	100.0%	0.0%
0/15	13/15	2/15	0/16	14/16	2/16	0/16	15/16	1/16	0/16	15/16	1/16	0/16	12/16	4/16	0/16	12/16	4/16	0/16	16/16	0/16
0.0%	0.0%	86.7%	0.0%	87.5%	0.0%	0.0%	93.8%	0.0%	0.0%	93.8%	0.0%	0.0%	75.0%	0.0%	0.0%	75.0%	0.0%	0.0%	100.0%	0.0%
0/15	0/15	13/15	0/15	14/16	0/16	0/16	15/16	0/16	0/16	15/16	0/16	0/16	12/16	0/16	0/16	12/16	0/16	0/16	16/16	0/16

EYFS The world			EYFS Technology			EYFS Exploring using media and materials			EYFS Being imaginative		
6.3%		93.8%	31.3%		68.8%	18.8%		81.3%	0.0%		100.0%
1/16		15/16	5/16		11/16	3/16		13/16	0/16		16/16
6.3%	93.8%	0.0%	31.3%	62.5%	6.3%	18.8%	68.8%	12.5%	0.0%	93.8%	6.3%
1/16	15/16	0/16	5/16	10/16	1/16	3/16	11/16	2/16	0/16	15/16	1/16
6.3%	0.0%	93.8%	0.0%	62.5%	0.0%	18.8%	68.8%	12.5%	0.0%	93.8%	6.3%
1/16	0/16	15/16	0/16	10/16	0/16	3/16	11/16	2/16	0/16	15/16	1/16

IN HOUSE DATA FOR WHOLE SCHOOL – including groups

Whole School Data 2017

	Reading	Writing	Maths
Percentage of children in the school making at or above expected progress.	91.5% 94/106	88.7% 97/106	89.6% 95/106
Percentage of children in the school making at or above Age Related Expectation	79.2% 84/106	75.5% 80/106	77.4% 82/106

Progress this year in average Tracking Points, Baseline to End of Autumn, 2017-2018

	Subjects Combined	Writing	Reading	Mathematics
WHOLE SCHOOL ADMIN [106 children]	+1.1	+1.0 [106 pupils]	+1.1 [106 pupils]	+1.1 [106 pupils]
Boys [52 children]	+1.1	+1.0 [52 pupils]	+1.1 [52 pupils]	+1.1 [52 pupils]
Girls [54 children]	+1.1	+1.1 [54 pupils]	+1.2 [54 pupils]	+1.1 [54 pupils]
Pupil Premium [37 children]	+1.2	+1.2 [37 pupils]	+1.3 [37 pupils]	+1.2 [37 pupils]
NOT Pupil Premium [69 children]	+1.1	+1.0 [69 pupils]	+1.1 [69 pupils]	+1.1 [69 pupils]
Service Children [4 children]	+1.0	+0.7 [4 pupils]	+1.5 [4 pupils]	+0.7 [4 pupils]
NOT Service Children [102 children]	+1.1	+1.1 [102 pupils]	+1.1 [102 pupils]	+1.1 [102 pupils]
FSM [25 children]	+1.1	+1.1 [25 pupils]	+1.1 [25 pupils]	+1.2 [25 pupils]
NOT FSM [81 children]	+1.1	+1.0 [81 pupils]	+1.1 [81 pupils]	+1.1 [81 pupils]
SEN Support [13 children]	+1.4	+1.1 [13 pupils]	+1.5 [13 pupils]	+1.6 [13 pupils]
EHCP [1 children]	-0.3	-1.0 [1 pupils]	0.0 [1 pupils]	0.0 [1 pupils]
ALL SEN [14 children]	+1.3	+1.0 [14 pupils]	+1.4 [14 pupils]	+1.5 [14 pupils]
NOT SEN [92 children]	+1.1	+1.1 [92 pupils]	+1.1 [92 pupils]	+1.1 [92 pupils]
Autumn Born [47 children]	+1.0	+1.0 [47 pupils]	+1.1 [47 pupils]	+1.0 [47 pupils]
Spring Born [24 children]	+1.1	+1.0 [24 pupils]	+1.1 [24 pupils]	+1.2 [24 pupils]
Summer Born [35 children]	+1.2	+1.1 [35 pupils]	+1.3 [35 pupils]	+1.2 [35 pupils]
FAST 26 children (1 removed)	+1.1	+1.0 [26 pupils]	+1.1 [26 pupils]	+1.1 [26 pupils]

Pupils at ARE (Age Related Expectation) at End of Autumn, 2017/2018

	Subjects Combined		Writing		Reading		Mathematics	
	Below	Achieving	Below	Achieving	Below	Achieving	Below	Achieving
WHOLE SCHOOL ADMIN [106 children]	27.4% 29/106	72.6% 77/106	24.5% 26/106	75.5% 80/106	20.8% 22/106	79.2% 84/106	22.6% 24/106	77.4% 82/106
Boys [52 children]	30.8% 16/52	69.2% 36/52	28.8% 15/52	71.2% 37/52	19.2% 10/52	80.8% 42/52	26.9% 14/52	73.1% 38/52
Girls [54 children]	24.1% 13/54	75.9% 41/54	20.4% 11/54	79.6% 43/54	22.2% 12/54	77.8% 42/54	18.5% 10/54	81.5% 44/54
Pupil Premium [37 children]	37.8% 14/37	62.2% 23/37	32.4% 12/37	67.6% 25/37	29.7% 11/37	70.3% 26/37	27.0% 10/37	73.0% 27/37
NOT Pupil Premium [69 children]	21.7% 15/69	78.3% 54/69	20.3% 14/69	79.7% 55/69	15.9% 11/69	84.1% 58/69	20.3% 14/69	79.7% 55/69
Service Children [4 children]	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4	0.0% 0/4	100.0% 4/4
NOT Service Children [102 children]	28.4% 29/102	71.6% 73/102	25.5% 26/102	74.5% 76/102	21.6% 22/102	78.4% 80/102	23.5% 24/102	76.5% 78/102
FSM [25 children]	52.0% 13/25	48.0% 12/25	44.0% 11/25	56.0% 14/25	44.0% 11/25	56.0% 14/25	40.0% 10/25	60.0% 15/25
NOT FSM [81 children]	19.8% 16/81	80.2% 65/81	18.5% 15/81	81.5% 66/81	13.6% 11/81	86.4% 70/81	17.3% 14/81	82.7% 67/81
SEN Support [13 children]	69.2% 9/13	30.8% 4/13	61.5% 8/13	38.5% 5/13	46.2% 6/13	53.8% 7/13	46.2% 6/13	53.8% 7/13
EHCP [1 children]	100.0% 1/1	0.0% 0/1	100.0% 1/1	0.0% 0/1	100.0% 1/1	0.0% 0/1	100.0% 1/1	0.0% 0/1
ALL SEN [14 children]	71.4% 10/14	28.6% 4/14	64.3% 9/14	35.7% 5/14	50.0% 7/14	50.0% 7/14	50.0% 7/14	50.0% 7/14
NOT SEN [92 children]	20.7% 19/92	79.3% 73/92	18.5% 17/92	81.5% 75/92	16.3% 15/92	83.7% 77/92	18.5% 17/92	81.5% 75/92

Autumn Born [47 children]	21.3% 10/47	78.7% 37/47	19.1% 9/47	80.9% 38/47	17.0% 8/47	83.0% 39/47	17.0% 8/47	83.0% 39/47
Spring Born [24 children]	20.8% 5/24	79.2% 19/24	16.7% 4/24	83.3% 20/24	12.5% 3/24	87.5% 21/24	16.7% 4/24	83.3% 20/24
Summer Born [35 children]	40.0% 14/35	60.0% 21/35	37.1% 13/35	62.9% 22/35	31.4% 11/35	68.6% 24/35	34.3% 12/35	65.7% 23/35
FAST 26 children (1 removed)	34.6% 9/26	65.4% 17/26	30.8% 8/26	69.2% 18/26	30.8% 8/26	69.2% 18/26	34.6% 9/26	65.4% 17/26

KS2 Most Able (Y3-Y6)

Our data below evidences that our most able children are tracked and are making good levels of progress (they are not coasting). Our definition of a KS2 most able is a child who attained a level 2A or above.

Please note that all most able disadvantaged children are making at least expected progress.

	Reading	Writing	Maths
Percentage of children in the school making expected progress or above.	95.7% 22/23 The one child not making progress is a Y5 boys and interventions are in place.	87.5% 14/16 The 2 not making as much progress are a Y6 girl and a Y5 boy – interventions are in place for these children	89.5% 17/19 The 2 not making as much progress are a Y6 girl and a Y5 girl – interventions are in place for these children
Percentage of children in the school making at or above Age Related Expectation	100% 23/23 60.9% 14/23 above or well above ARE	100% 16/16 43.8% 7/16 above or well above ARE	100% 19/19 57.9% 11/19 Above or well above ARE

Most Able Disadvantaged

	Reading	Writing	Maths
Percentage of children in the school making expected progress or above.	100% 5/5	100% 4/4	100% 5/5
Percentage of children in the school making at or above Age Related Expectation	100% 5/5 40% above or well above ARE	100% 4/4 50% above or well above	100% 5/5 40% above or well above ARE

Children at Furlanesend make good progress in line with or better than children nationally. Our disadvantaged children make more progress than disadvantaged children nationally however our focus is now to improve the progress for our disadvantaged children so we are narrowing the gap between their performance and the performance of their peers.

Progress towards next steps – these next steps are set by OFSTED following their March 2017 visit.

- **Pupils have a range of opportunities to develop their mathematical knowledge, understanding and skills across the curriculum**

Working towards this, we have already bought deeper learning textbooks that not only put maths into different contexts for the children but also link cross-curricularly.

Each class now also has a box in which to place examples of planning and work of cross curricular maths. Please see the governor visit report from 15th December for further details.

- **The most able pupils have access to books that provide appropriate levels of challenge**

For the Autumn term each class will have book boxes set up with challenging books for each year group. Teachers as always are monitoring what the children read to ensure they provide the appropriate level of challenge. This is focussed not only on high level vocabulary and decoding, but also on the children's deeper understanding of inference and deduction in what they read.

